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A MEETING of the trustees of the College having taken place last week, speculation as to the changes which were to follow the completion of the Jubilee Fund has been brought to a sudden close. Somewhat definite shape has been given to the course of the College for the next year. The items of importance are not numerous. The third storey of the College is to be completed for lecture rooms. The upper floor of the library is to be fitted up to accommodate the rapidly increasing number of volumes. Professor Ferguson will be relieved of English Literature and will in the future confine his attention to History. A new professor is to be appointed for English; another for French and German. These appointments will probably be made at the beginning of next session. Tutors are to be

appointed for Mathematics, Classics and Chemistry. Dr. Smith, who last year so ably seconded the Principal in his canvass, has been offered the position of collector for the College for five years at least. This offer it is expected he will accept. There is plenty of ground yet to be gone over, and there is every reason why an effort should be made at the present time to put the College on a really efficient footing. Dr. Smith is very admirably suited for the position which he has been asked to fill. Professors Dupuis and Goodwin will probably visit some of the science buildings of the United States in order to get some hints for the construction and fitting up of the Carruther's Science Hall, which it is hoped will be ready for occupation at the beginning of session '89.

EVIDENCE has lately been given, by the present head of the English Department of Education and by a former head, before a Royal Commission, recommending the virtual discontinuance of the Department! The Scotch Department would, of course, go at the same time. It is proposed to leave education entirely to local management. We can only echo Dominie Sampson's "Prodigious!" When will our Department have enough of the grace of humility to advise that it too be allowed "the happy despatch?" When? At the Greek kalends. And yet the British Departments have always allowed infinitely more power to local Boards than is allowed in Ontario. Here local Boards are powerless. A dull leaden uniformity is enforced by threats, and every-

thing like local initiative or local action of any kind is out of the question. Some of the results are the oppression of the brains of children and a steady increase in the number of the insane; a general dislike to study, or even reading, so that book-sellers say that fewer solid books are bought now than twenty years ago; cram, sham and half-culture; post-prandial oratory about our "wonderful system of education"; an ever-increasing worship of the Department of Education by the Department and its creatures, and an ever-increasing disgust by those who know anything of the machine. Talk of the iniquity of "combines!" There is no combine from which the people suffer, to be named in the same breath as the education department combine.

**A**FTER the objections which we have taken to the existing system of education in this country, it might be asked whether that system could be altered to any extent without doing away with examinations; and surely we could not have the hardihood to be so radical as that. Nevertheless to that very hardihood we confess, at least to a rather great extent.

It is our firm conviction that were there no government examinations whatever to test the educational work done in our schools the real education of our youth would be better than it is at present. The examination test does virtually nothing to increase the educational efficiency of the poor teacher, while it cripples most seriously the usefulness of the true teacher, whose best work the most perfect examination can but roughly test. The more advanced the student the better the test of examination becomes, because the better he can express what is in him. School children, however, would require the matured intellects of men to be able to indicate the real education which they had received. The maximum difficulty

is found in the case of the infant, who is being educated surely enough but can give no conscious evidence of it. It is impossible, then, from the very nature of the case for the pupils of the schools to answer such questions as might somewhat adequately test their education. Such questions as they *can* answer are more or less parrot questions and give no just idea of their education. If however, the Department of Education, school trustees, and teachers without understanding will insist on it that by such questions their education shall be tested, then the country must submit to have its children treated as parrots in school and trust to their getting what education they can out of school.

Still, to those who recognize the difficulty it must appear very necessary that something should be done to lessen the altogether exaggerated importance which has become attached to examinations. Nor is this for the sake of the pupils merely, but for the sake of the school teachers and the students in our Universities. The inevitable consequence of such everlasting examining as we have now a days is to make even the best students feel, almost in spite of themselves, that the end of study is an external, temporal one—the passing of the examinations at the time before them—instead of an internal, timeless one—the development of the self. The poorer students never dream of questioning the conviction that to pass is the primary end of study, and everything not directly bearing upon that is to be avoided as the pestilence. When, therefore, the last examination has been passed the end and object of study has vanished and the books are abandoned with joy. For any one to continue study after all examinations are over seems as meaningless as for the weaver to continue driving his shuttle after his web is finished. What then must be done in order to get rid of these evils? First of all

they must be recognised. It would be something gained if one could convince the educational powers in high places that remedies are needed; that instead of our educational system requiring merely a few finishing touches to render it perfection itself, it is really set on a wrong foundation and must some day be pulled down and built over again on another basis. In another article we shall set forth some suggestions towards reducing the number of examinations.

DR. POTTS reports that he has obtained in promises \$180,000 of the \$450,000 needed to take Victoria to Toronto. The most ardent Federationists cannot call such a result a brilliant success. Eighteen months have now elapsed since the General Conference adopted the "scheme," and appointed Dr. Potts to get the money. At the Conference \$95,000 were promised by five gentlemen. Only \$85,000 it would seem have been promised since, though the efforts made have been earnest in the extreme, and the mowing has been where the grass was thickest. Evidently the graduates and friends of Victoria do not take kindly to the Scheme. One hundred and eighty thousand dollars would do much for Victoria where she is. If spent on the work of uprooting old and erecting new buildings in another place the money will be thrown away. Certainly, it will add nothing to the teaching power of Victoria or of Ontario.

FROM time to time one hears the lament that the youth of this country have ceased to read solid and instructive literature. Of the great majority this is only too true. They have turned all the attention which they have time or inclination to bestow upon books to the perusal of novels, from third or fourth rate ones downwards. Their interest in even these is not of an intellectual kind; nor of the higher forms of

the sensuous. It is sensuous merely, and of that kind which enervates and dissipates both moral and intellectual vitality. The chief object in reading the novels is to get at the plot of the story and the exciting situations in it, it matters not how awkward and unnatural these may be. An evidence of the lack of interest in good literature is to be found in the numbers who take advantage of the Mechanics' Institute libraries throughout the country. The numbers are very small; so small that in some cases the attempt to enlighten the people in this way has to be given up altogether. Even the interest which they still manifest is not of an encouraging character. Examine the books in almost any of the libraries, and what do you find? The greater part of the good literature remaining there year after year hardly opened, much of it with the leaves uncut, while the volumes of light literature are almost worn out. How is this to be remedied? The only really thorough remedy which suggests itself to us is that some of the typical novels of the day be made text books in our schools and a regular system of examinations be established in connection with them. Let it also be made vital to the teacher's interest that these examinations shall be passed in the shortest possible time in proportion to the extent of the ground to be covered. This method has been found to work admirably with all other subjects and we know of none which could more effectually root out the present wide spread desire for enervating literature.

A NUMBER of the poems of the late George Cameron, for some time a student of Queen's, have been arranged for publication by his brother. They have now appeared and seem to have been very well received by the literary world so far as it has expressed its opinion. In this issue we give a review of them taken from a recent num-

ber of the *Globe*. Mr. Marquis, the reviewer, at present a student of Queen's, was a friend of the poet, and himself possesses a poetic soul. Both the author and his reviewer have from time to time, in the past, favored the JOURNAL with some of their shorter productions, as its readers will doubtless remember. Canadians are supposed to read little else than the newspapers and second class novels now-a-days, but there may be some few better spirits left who still take an interest in the higher phases of modern literature, and may at least be inclined to glance through some poetry which seems to have good claims to more than average excellence.

HOW difficult it is to get the ordinary citizen interested in what Matthew Arnold has aptly called "the things of the mind." Once more the people of Kingston have been afforded the opportunity of listening to a series of instructive lectures. They are being delivered under the auspices of the Mechanics' Institute. They deal with scientific and social questions of present interest. Most of them are delivered by members of the University staff. The fee is merely nominal. Yet too often the attendance has been merely nominal also. Can it be that the people of Kingston care for none of these things?

THE mania for group photographs in one of its most virulent forms seems to have broken out among the students. All the clubs and societies in College have either already been photographed or are soon to be 'taken.' Indeed it is difficult to discover for what other purpose some of these societies were made to exist. The students of the same year, those of the same class, even those who come from the same county must be able to regard each other from the point of view of the Camera.

Doubtless we shall soon have groups of those of the same size, of the same age, of those whose hair is of the same colour, and whose names begin with the same letter. In short all those who have any qualities in common, even to that of failing in the final exam. in Physics, will be grouped and 'taken.' The climax, however, will be reached just after one of the city photographers has learned to produce composite photographs. This is now the popular form in most of the large American Colleges.

PART I, of the new Calendar has just been issued. Among the new features we observe that this year, the Matriculation Examinations will be held along with the Departmental Teachers' Examinations at the various High Schools and Collegiate Institutes. Candidates are required to intimate to the Registrar not later than June 2nd, their intention to appear at the Matriculation Examinations.

We also observe that special arrangements have been made with regard to Extra-mural Students. In the language of the Calendar, "The Senate may, for special reasons, allow Extra-mural Students to come up for examination without attendance upon classes." The Senate will also make provision for holding an examination in any locality, on application from not less than five candidates who have complied with the regulations. These provisions will permit teachers, or others who cannot attend the lectures, to study privately and, by passing the examinations, obtain degrees. The class of Practical Chemistry (second year Medical), has been added to the Summer Session. If a sufficient attendance is guaranteed, classes will also be held in the junior departments of Latin, Greek, Mathematics, Physics, French and German. Pass examinations are held at the close of the Medical classes. The Arts classes are simply supplementary.

✻ LITERARY. ✻

WALT WHITMAN.

IN the work of most poets a division can be made between what came red-hot from their experience and what was the result of a theory. Perhaps this difference is most conspicuous in Wordsworth, but it is easily detected in Shelley and Browning, and it is not far from the surface in Walt Whitman. Shakspeare in the first scene of *Timon of Athens* is somewhat sarcastic with the poet who comes to Lord Timon with a poem said by its author to be "a thing slipped idly from him." This expression indicates that the poetry which is the mere accident of life, the product of a sunny day or a casual encounter, is not poetry of a high order. The highest poetry must be moulded in the stealy seven-times-heated flame of a long continued experience. The ideas are then so familiar to and so much at home in the poet's mind that they come from it not as the sequel of a painful cogitation, but full-formed and vital, clad in the rich panoply of imagination. Therefore the characterization of a poem as a thing slipped idly from the poet is so far true as it indicates that the poem must come as naturally from the life of the poet as roses grow upon a bush, or as beauty attends upon the motions of a graceful woman. A perfect poem like a perfect statue should bear no traces of the chisel.

Now it can scarcely be denied that Whitman's democratic chants betray as a rule the process of their formation, and cannot therefore be ranked as in any sense ultimate in the sphere of song. Admittedly everything he has done breathes forth the contagion of enthusiasm. But enthusiasm though akin to is not identical with imagination. Enthusiasm is self-assertive and recognizes but one point of view, while imagination, though tingling with the tumult of life, yet slumbers and is calm. A subject may possess for the enthusiast even a palpitating interest, but it is still something distinct from himself; a subject for the poet becomes bone of his bone and flesh of his flesh. We may admire enthusiasm, but when we enter the dwelling-place of a true poem, we should take our shoes from our feet, for the place whereon we stand is holy ground; and some of the poems of Whitman, which embody his connection with his fellow-men are poems of this kind.

A few passages, which indicate Whitman's faith in the possibilities of each separate person, and his belief in the splendour of a full individuality, may prepare the way for his more perfect work. He exclaims:

"O, I could sing such grandours and glories about you!  
You have not known who you are—you have slumbered upon yourself all your life;"

and again,

"Whoever you are! elaim your own at any hazard!  
These shows of the east and west are tame compared to you;  
These immense meadows—these interminable rivers—  
you are immense and interminable as they;

These furies, elements, storms, motions of Nature, throes of apparent dissolution—you are he or she who is master or mistress over them,

Master or mistress in your own right over Nature, elements, pain, passion, dissolution."

Once more he says:

"I alove you from all except yourself, spiritual, bodily—that is eternal,"

and

"You are not thrown to the winds—you gather certainly and safely around yourself;

Yourself! Yourself! Yourself, for ever and ever!"

We may take one step nearer the sanctuary of the poet's heart:

"Whoever you are, now I place my hand upon you, that you be my poem;

I whisper with my lips close to your ear,

I have loved many women and men, but I love none better than you.

\* \* \* \* \*

Painters have painted their swarming groups, and the centre figure of all,

From the head of the centre spreading a nimbus of gold-coloured light;

But I paint myriads of heads, but paint no head without its nimbus of gold-coloured light;

From my hand, from the brain of every man and woman, it streams, effulgently flowing for ever."

And now we may lift the veil from the face of the true poet. In his poem entitled *The Poet*, in which he naturally tells of himself, he writes:

"He says indifferently and alike, 'How are you, friend?' to the President at his levee.

And he says, 'Good-day, my brother!' to Cudge that hoes in the sugar-field,

And both understand him, and know that his speech is right."

In spontaneous obedience to this breadth of interest Whitman sings his threnody for President Lincoln, kisses the lips of the dead prostitute, the "tenuement of a soul," as she lay "unclaimed, avoided" in the city dead-house, watches all night by the body of a brother soldier on the field of battle, and "with hinged knees and steady hand" dresses the wounds of comrades as they lie in the hospital at camp. No extract could furnish any just conception of the soft melody and majestic march of *President Lincoln's Funeral Hymn*, but a verse of another poem may be given to show Whitman's love and admiration for the President. The poet pictures the state as a ship and Lincoln as its captain fallen dead upon the deck. He asks:

"Is it some dream that on the deck  
You've fallen cold and dead?"

And replies,

"My captain does not answer, his lips are pale and still;  
My father does not feel my arm, he has no pulse nor will.

But the ship, the ship is anchored safe, its voyage closed and done;  
From fearful trip the victor ship comes in with object won!

Exalt, O shores! and ring, O bells!  
But I with silent tread,  
Walk the spot my captain lies,  
Fallen cold and dead."

Nevertheless the poet has a full share of regard for Cudge in the sugar-field, and for all sorts and conditions of men between Cudge and the President. He cries out, "O my breast aches with tender love for all! I am rapt with love for all!" So sensitive and alert are his desires for union with his fellow-men that even the unknown passer-by awakens his affection.

"Passing stranger! you do not know how longingly I look upon you;  
You may be he I was seeking, or she I was seeking (it comes to me, as of a dream.)

I have somewhere surely lived a life of joy with you."

Here is a little poem, entitled *The Friend*, which may be taken as Whitman's confession of love:

"Recorders ages hence!

Come, I will take you down underneath this impassive exterior—I will tell you what to say of me;

Publish my name and hang up my picture as that of the tenderest lover,

The friend, the lover's portrait, of whom his friend, his lover, was fondest,

Who was not proud of his songs, but of the measureless ocean of love within him—and freely poured it forth,

Who often walked lonesome walks, thinking of his dear friends, his lovers,

Who pensive, away from one he loved, often lay sleepless and dissatisfied at night,

Who knew too well the sick, sick dread lest the one he loved might secretly be indifferent to him,

Whose happiest days were far away, through fields, in woods, on hills, he and another, wandering hand in hand, they twain, apart from other men,

Who oft, as he sauntered the streets, curved with his arm the shoulder of his friend—while the arm of his friend rested upon him also."

Perhaps, however, it is not until we reach the war songs that we find the poet's most perfect work, but these songs need a separate chapter.

### CAMERON'S LYRICS OF FREEDOM, LOVE AND DEATH.

[By George Frederick Cameron. Edited by his brother, Charles J. Cameron, Kingston; Lewis Shannon.]

IN such a verse-making age as this it is a rare pleasure to find a volume of genuine poems, by a poet who is beyond either the effects of our praise or blame, and who while he lived sang because he could not help singing—sang as his heart dictated, and not as he thought he could best please the public:

"And when these musings into verse will flow,  
I hold it right to keep them to myself,  
Nor lumber up my neighbor's groaning shelf."

The poems alluded to are those of the late George F. Cameron, and edited by the poet's brother. Although the Lyrics were written because the writer felt "it meet to take a view of inner and of outward things," and not for the mere sake of writing artistically, they are probably the finest collection Canada has yet seen. It is, perhaps, a great mistake to introduce this book to the public as a Canadian book. While it is that, and as such should be welcomed—it is a great deal more. It is a product of the continent; and for fire, music and imagination, ranks with the best that this new and grand American civilization has produced.

The poet was born in Nova Scotia in 1854, and remained there long enough to have his being thoroughly impregnated with the beautiful scenery and inspiring associations of that romantic land. He left his home in New Glasgow in his fifteenth year, and from that time until 1882, when he came to Kingston, Ontario, he was a resident of Boston. His poems, however, show that he subsequently visited his native country and that it ever remained very dear to his heart and called forth tender, patriotic strains. It was in Boston that his youthful muse was nurtured and strengthened. He early found what alone can call forth the energies of a poet—a strong inspiring cause. The war which won the emancipation of the slaves had, at the time of his arrival in Boston, been over for but a few years, and the memory of those days still hung, like mingled cloud and sunshine, over the city. Had he lived there during the days when singers and soldiers were needed, we can imagine both his pen and sword thrown into the cause of the oppressed. It was, doubtless, coming in contact with men who had won their laurels on the platform and at "cannon lip and battle van" in the great fight for their country that made him sing such strong, certain notes in the cause of freedom. Never was there a more thoroughly cosmopolitan poet. Every oppressed nation or bravely-struggling people has from him a sympathetic word. As the Cuban affair came to an end between the years 1868 and 1873 the poems that from time to time were written on the Spanish oppression are the work of a boy between his fifteenth and nineteenth years, and yet for fire and finish portions of them might stand by the side of any poems on freedom:

"She is not mine, this land of tears,  
But her high cause is mine and was  
And shall be till my thought shall pause,  
Upon the measure of its years  
To ponder over larger laws.

I will not speak for blood, nor will  
I dream too long of that long lease  
Of days when war and strife shall cease—  
When that accursed cry of "kill!"  
Shall change into the calm of peace!"

"O, verdured islands of the main,  
Fair emerald glories of the sea,  
Strike hard! strike fast! Nay, strike again—  
And strike—till ye are free!"

Dispute each pebble and each sod,  
Each lofty mountain, mossy glen,  
Fit for the footsteps of a god  
And fit for free and noble men!"

His "Alexis Romanoff," composed when the Grand Duke of Russia was receiving a public reception from the citizens of Boston, has passion and vigor, with a freeness of action seldom surpassed. Although of considerable length, it reads as if thrown off with one burst of indignation:

"Hath he shown a contempt of the wrong?  
Hath he shown a desire of the right?  
Hath he broken the strength of the strong?  
Or supported the weak with his might,  
That to meet him and greet him ye throng?"

Having at such an early age found himself a born singer, his mind was ready to grapple with any side of human thought. Perhaps it was early finding a cause that called forth his heart, that made him truly a heart-poet and not merely a singer of pretty verses to this flower or that sunset. He was essentially a student of life, and the many verses that could find an echo in every human heart tell how thoroughly he got at the soul of things. There was no phase of life that he better understood than that of the erratic poets of all time, and in a delightful piece of music, "The Way of the World," reveals their souls, while, perhaps, revealing his own:

"His thoughts were all visions—all fabulous visions of flowers,

Of bird and of song, and of soul that is only a song.  
His eyes looked all at the stars in the firmament; ours  
Were fixed on the earth at our feet, so we stand and  
are strong.

He hated the sight and the sound and the sob of the city;

He sought for his peace in the wood and the musical wave;

He fell, and we pity him never, and why should we pity—

Yea, why should we mourn for him—we who still stand  
and are brave."

In his magnificent eulogy, "Shelley," he has shown a deep knowledge of that sublimest of nature's poets, of whom he has evidently been a close student. When he writes: "Thou wert a brother to the sun and wind," he displays a deep secret of Shelley's genius; Shelley, who loved to bathe himself in the sunlight, who gloried in standing bare-browed in the teeth of the blast, and whose best works were written in the open air, with the influences of nature about him. But while understanding the dreamer, he likewise could picture the strong man of

the race, and in a stanza, "John Milton," concisely portrays what that giant singer can be to men. It would have been better had this verse been published omitting the last two lines, which are probably not as the poet would have left them, had he edited his own work. The first four are complete in themselves, and are as follows:

"A name not casting shadow anyways,  
But gilt and girt about with light divine;  
A name for men to dream of in dark days,  
And take for sun when no sun seems to shine."

All poets have found their rarest inspiration in the tender sympathy of some of the gentler sex. Here we have no exception. His love poems have a dreamy sweetness, and as they are read and re-read, for they will nearly all stand numerous perusals—the reader is compelled to question, Whose are they like? Now they are compared with Shelley's, now with Byron's, again with those of the immortal Burns, and never once does it occur to us to place them side by side with the productions of a minor poet. One of them, "Beneath the Roses," is a poem that must attract all readers; an idea of its charm can be had from the opening stanza:

"Full of my thought, of late, Idelle,  
When bright the night star burneth,  
Unto the spot we loved so well  
In happier moments turneth;  
And to the time when there we sat,  
By clambering roses shaded,  
When still we talked of this, or that,  
Until the evening faded."

From love turn to his poems on Death, and here likewise his strength is shown. With all thinkers, his thought in regard to the "after life" was different at different times, and both the dark and fair pictures are to be found among his lyrics. The happy, may even the Christian, view of life, has the largest place in his heart and song. One poem in answer to the question, "Can it be good to die," contains verses that for depth of thought and beauty of rhythm are rarely surpassed:

"I have a faith—that life and death are one,  
That each depends upon the self-same thread,  
And that the seen and unseen rivers run  
To one calm sea, from one clear fountain head."

So much space has been taken up already that it will be necessary to hurry to a close. It would be unjust to do this without especially directing the reader's attention to what has already been several times alluded to, the sweetness of the music and beauty of verbal expression. There is scarcely a poem in the volume that has not these two qualities to a marked degree. "By the Fountain" will serve as an illustration:

"By the margin of the fountain in the soulful summer season,

While the song of silver-throated singers smote and  
shook the air,



While the life seemed sweet enough to live without a ray of reason

Save that it was, and that the world was lovely everywhere.

By the fountain—where the Oreads, through the moonlit nights' enchanted

Of the summer, may have sported and have laved their shining limbs ;

By the fountain—which in elder days the Moenads may have haunted,

Giving all the praise to Bacchus, twining wreaths and singing hymns."

This quotation, it would be well to observe, has in almost every line a distinct and vivid picture. As an example of his power in a very different and higher strain we would give a stanza from his noble Easter hymn :

"He is risen ! in His rising ends the world divinest story,

One that still shall find an echo while earth eddies round the sun ;

One of sadness won't with gladness ; one of gloom and one of glory ;

One that tells us, all is done ! Earth is won, and—He is risen !"

The reader has probably been struck with the unqualified praise of this review. There is so much of the beautiful in the volume that time could not be spared to call attention to poems deficient in merit. However there are blemishes that might have been avoided by omitting a few—a very few—poems which are decidedly out of place in a volume of such uncommonly high class verse.

If Canadians have any love for the poetic art—and many just now appear to be anxious to boast of their literature—this would be a good time to show their appreciation of work worthy of living and to acknowledge it in a suitable manner. The editor has announced that this is but one-fourth of the author's writings and it would be a disgrace if he were not encouraged to produce the rest.

T. G. MARQUIS.

## \* MISCELLANY \*

### THE INTER-COLLEGIATE DEBATE.

THE second Inter-Collegiate debate between the students of University College, Toronto, and Queen's College, Kingston, is now a thing of the past. Last year we welcomed to the Limestone City two representatives from the Government University at Toronto, and in the intellectual contest which took place our men were awarded the palm. This year the courtesy was exchanged in Toronto, but the debate was most unsatisfactory in one respect ; as owing to the perverseness of the chairman no decision was given. We can well sympathize with 'Varsity students in their sorrow, that their own choice of a chairman should have acted as he did, and we

can the more do this since they are gracious enough to acknowledge that our men had the best of the debate and were entitled on their merits to a decision in favour of the negative.

Our representatives, Messrs. E. H. Horsey and J. W. Patterson, reached Toronto on the morning of Friday, the 24th of February, and were soon comfortably quartered by the brethren of Toronto University, at the Rossin House. The morning was spent quietly about the hotel. After dinner an impromptu reception was held, as a number of the Queen's men in the city dropped in to exchange greetings and pay their respects to the visitors. The afternoon was employed in sight seeing under the guidance of two 'Varsity men, who drove the boys to various points of interest, such as the law courts, the educational department and museum and the 'Varsity buildings. At six o'clock W. F. W. Creeman, President of the University Literary Society, and Mr. John King, a member of the University Senate, called at the hotel to talk over the arrangements for the evening. Our idea at first was that the arrangements would be the same as last year. We, therefore, were quite willing to accept Prof. Goldwin Smith as chairman when his name was proposed by the Toronto students. We thought that each side would then appoint a judge, and that these two would appoint a third, and that the three would decide the debate. However, as the Toronto men desired to leave the whole to the Professor, and had indeed made that arrangement with him, we acceded to their wish. Before Messrs. King and Creeman left they told our men of the programme for the evening, also when and where to assemble, and finally advised them of the bad acoustic properties of University Convocation Hall, and how to overcome them. The advice was, while speaking to catch the eye of some pretty girl in the center of the gallery, and by speaking as if to her all the audience would hear equally well. Two Queen's graduates took tea at the Rossin with Horsey and Patterson, and afterwards the four drove together to the University. Dr. Wilson's room was the rendezvous and there the Rev. G. M. Milligan was found waiting. He had promised to act as judge for the representatives of his Alma Mater and was on hand according to his promise. He was then apprised of the arrangement by which Prof. G. Smith was to have full charge. Shortly after eight the procession marched up the centre aisle of Convocation Hall, which was filled to overflowing, the fair sex predominating. In the van was Prof. Smith escorted by Mr. Creeman, who was adorned in gown and hood ; then came Horsey and Patterson in charge of Mr. Milligan, while the Toronto men who were to take part in the proceedings brought up the rear. Mr. Creeman opened by stating that it was the one hundred and thirty-ninth public debate of the Literary Society, and that they were glad to welcome the Queen's men to take part in it. He referred to the visit of the Toronto men to Kingston last year, and hoped that this year Toronto might beat. He then called upon Prof. Goldwin

Smith to take the chair. The Prof. stood up and pulled out his programme, and called on Mr. McCann to give a reading. Mr. McCann arose in his toga, and with a dog-eared volume in one hand proceeded to recite "Dr. Duff's address" in a bland theological tone. His fellow students did not give him as attentive a hearing as his effort merited. For instance when he reached the point at which Dr. Duff exclaims "I have only a few words more" there was a tremendous round of applause from the back benches. When he was through the freshmen inordinately demanded an encore. When the noise had subsided the Prof. called upon the Glee Club, which filed up the aisle about fifty strong. They rendered the song "The two Roses" in an excellent manner, notwithstanding the remark made by a non-singing student in the audience that it sounded too much like a hymn. The freshmen again applauded and the Club could not resist, so they marched back and sang a melody composed of "Old Mother Hubbard" and "O'er the Dark Blue Sea." Mr. Boulthée came next with an essay on "Novels." He had but started when he was admonished by a voice from the rear which shouted "louder." This had a beneficial effect and for a while the essay was heard by all present. It was an excellent effort, showing that Mr. Boulthée had expended a good deal of research and thought upon his composition. There was, however, very bad taste shown in placing it on the programme at all, as was self-evident from the cries of "time," "hurry up," "here, here," "amen" and the whistling, hissing and tramping that came at frequent intervals from the students in the gallery, and made what was otherwise an excellent attempt to deal with the novel a ridiculous performance. The Glee essay which was long was finished at 9:15. The Glee Club was again called upon by the chairman for a song, and they had to give two.

Next in order was the event of the evening, the debate, which read thus: "Resolved, that the American system of government is superior to the British system." Variety had the choice of sides and chose to uphold the affirmative. The first speaker, therefore, called upon by the chairman was Mr. T. A. Gibson, of University College. He began by holding that we must consider the effect of American influences on our Canadian institutions which are British. That in examining the British constitution, so far as it can be understood, and the American, which is well-known, it is found that the latter, while having the advantages of its own, embraces all that is good in the former. He contrasted the President and the Monarch and showed that while their duties are the same the power of the monarch is limited, the ministry being all powerful. The monarch is only good as a fashionable head. He described how the President is appointed and showed that he has real duties to perform. A monarch may be unpopular, but in the election of a President strong public conviction cannot be defeated. He contrasted the Senate and the House of Lords, holding that the former was a body of men of known integrity and cap-

able of being trusted, while the House of Lords contains many bad characters. A man should not sit in parliament because born to it, but should be elected by the people because of his ability. He described the American supreme court, showed how unique it is, there being nothing in the British system to correspond to it. He held that the American system of legislation is a safeguard, while the British is not. He tried to prove that as a result of the two systems the intellectual character of England, Ireland and Scotland is not so high as that of the United States because America holds the first place in point of the number and ingenuity of inventions. The policy of the latter system is to afford protection to individual invention. He ended by saying that the long experience of English history shows on the American system and increases its luster.

Mr. E. H. Horsey, of Queen's, was next called on by the chairman to support the negative by defending the British constitution. He said: "This enthusiastic reception makes me indeed feel that I am among friends." He first dealt briefly, in answer, with the arguments that had been advanced by the first speaker and then proceeded to lay down the platform for the negative. He said the head of a nation should be respected and beloved, and it is thus with the British sovereign. He belonged to no party, owes his position to none, and holds it for life and so is independent of politics. Though in a sense hereditary still it is elective, as the Commons have made changes in the reigning dynasty. The American President can never have the approbation of all, as he holds office against the wishes of a fraction of the people. The House of Lords is composed (1) of hereditary members who represent the landed interests, (2) the greatest men of the church, the army and navy, of commerce, science and literature, who are constantly being made peers, and who can better deal with the interests of a state since they never have an approaching election to fear. The members of the Senate are elected by the different State legislatures and represent local interests and not the country at large. In England the executive is governed by the Commons, the direct representative assembly of the people. In America the executive is independent of the House of Representatives and remains the executive till its term expires, notwithstanding any vote of want of confidence. The American system of electing county judges for a term of years by the people is bad, and tends to thwart justice. He next dealt with the legislature, executive and judiciary functions of each system and showed that in Britain, being dependent on one another, they work harmoniously together, but in America the complete independence of each works an opposite result. The British system is educative. We find that British statesmen are continually making the most brilliant speeches both in and out of Parliament, keeping the public affairs before the people. There is none of this in America, where the executive is not in touch with the people as it should be. The British system is elastic and

vibrates with public sentiment, but still preserves its continuity. The American is not so. Britain has had an unbroken progressive political history for the last 200 years, while in the last 30 years America has had a civil war, two Presidents assassinated, one impeached, and one stealing into office. America had the land and was bound to develop, and it was in spite of her system and by no means on account of it that she stands in the fore rank of the nations of to-day. Mr. Horsey's address was received with long and continued applause, as well for the eloquent manner in which it was delivered as for the strong and telling arguments adduced.

Mr. G. Waldron was next called upon to support the affirmation. He made a few joecular remarks about the supporters of the negative being from the greatest University on the continent, while he and his colleague represented the most important University in the Dominion. The subject of debate he considered one of the most momentous questions of the century. Neither system can be perfect, but that is most perfect which contains the principles of Federation. In the U. S. there is the great centre of government at Washington and the local legislatures of each separate state after the same model. This is a highly advantageous condition of things. The men from a particular locality can better legislate for the constituencies than can a large body of men who pass laws for the whole country. He then dealt with the governmental functions, the executive, legislative and judicial, and contrasted them as seen working in the two systems. He held that the British system was defective in that all power was centered in the Commons. In America on the other hand each different department had its own duties to perform without regard to the others. The President is superior to the monarch because he has the veto power, while the supreme court has its excellency in not being subject to anything else in the state. The British system of not paying members of Parliament he condemned as being exclusive and preventing any but the rich from being elected. The system of remunerating members in America opened the field to all. He summed up by saying that the five great excellencies of the U. S. constitution are the equality of all men in the state and the local government system.

Then followed Mr. W. J. Patterson, of Queen's, who first replied at some length to the arguments advanced by the supporters of the affirmative. Continuing the argument for the negative he said:

"So far we have confined our attention to an examination and comparison of the actual developments and inner working of the two constitutions. That comparison we have found much to the advantage of the British. Let us now examine the capabilities and historical basis of each. The British is as old as the British people. It has grown with the people. Its foundation is laid deep and strong in the life of the nation. Its bulwarks are the great principles of civil and religious liberty. Its great charters serve as a barrier to prevent a return to the abuses of the

past and afford a firm base for a solid superstructure; while its perfect elasticity, its powers of assimilation and its unlimited potentiality of evolution assure its future glory. It has stood the test of more than a thousand years and still stands, the bulwark of British liberty, yes, we may even say, of the world's liberty. Not so with the American constitution. Wise and complete as its provisions may have appeared to those who framed it, nevertheless, the unlimited expansion and varied ramifications of national life were sure to result in a set of circumstances for which the constitution would afford no provision. Time and again has this been the case. Time and again has the Supreme Court of the United States declared the acts of Congress *ultra vires*. This danger is inherent in written constitutions, and is recognized and acknowledged by the best thinkers in America. In existence but a century, the inelasticity of the American constitution has already produced a rebellion, while, during two centuries, under the most aggravating and distressing foreign embarrassment, the British nation has enjoyed uninterrupted domestic peace.

"Again, what is the testimony of the nations in regard to the two constitutions? Existing side by side during the past hundred years to which have the nations looked for their models? It is a significant fact, that of all the nations of Europe who have during that time remodelled their constitutions not one has copied the American. All have adopted the essential elements of the British. To sum up: The American constitution is a mechanism, devoid of vital energy, elasticity and power of assimilation. The child of revolution it can be materially changed only by the application of external force, thus obeying arbitrary laws. The British is an organism; possessed of vital energy, it develops by evolution, thus obeying nature's laws."

Mr. Gibson made a very brief reply and then the chairman proceeded to deliver his own views on the two systems. He considered the British system the most democratic system of government in existence, and the American the most conservative. The American he showed was but the development of the British. He contrasted the House of Lords and the Senate and said that the latter was the most able body of men that gathered together on the face of the earth. Then, remarking on the able and eloquent manner in which each side had conducted its case, he resumed his seat in a contented manner without deciding the debate, while a murmur of dissatisfaction arose from the audience. A vote of thanks to the Professor for his presence at the debate was moved by Mr. Gibson and seconded by Mr. Horsey. The latter in speaking of the motion said that he and his colleagues had come up from Queen's on the understanding that the debate was to be decided on the merits of the arguments advanced, and then called upon the chairman to decide the debate. This was roundly applauded by the audience with cries of "decision!" "decision!" Mr. Smith again arose and made another short speech, the drift of

it being that as a subject had been chosen which he did not consider debatable he did not feel himself called upon to give a decision. The audience then dispersed.

#### WHAT OTHERS SAY ABOUT THE INTER-COLLEGIATE DEBATE.

A TORONTO University man writes: "It was a shame to deprive the Queen's men of the victory they had fairly won. Had I been chairman I would have decided in their favor at once. *Palmas qui meruit ferat.*"

A Queen's man writes: "I was supremely disgusted with Goldwin Smith's conduct as chairman. He took the chair on the express condition that he should give a decision on the merits of the respective wranglers. The Toronto men were nowhere as dialecticians beside the Queen's men. I longed to rise and ask the audience to decide what the chairman in his sublime superiority seemed unable to do, but not being a Toronto University man thought it better to keep my seat."

All the opinions we have received are of the same tenor.

#### MISSION OPENINGS IN JAPAN.

THE Principal has received the following deeply interesting letter from Rev. Dr. Eby, of the Methodist Church Mission to Japan. Evidently, there is room there for every educated Christian man who feels called to foreign mission work. He need not wait for the action of this or that committee. Talk of the professions here being crowded! The field is the world. And what an attractive corner of the field Japan now seems to be!

18 Kasumi cho, Azabu, Tokyo, Japan, Jun. 28, 1888.

MY DEAR DR. GRANT:

A letter from Mr. Dunlop tells me that you are enquiring of him with regard to openings for some more of your men. One thing I may say, and that is if you can send us some more as good as Dunlop they will be welcome. When you wrote me some time ago things were still in an unformed state, and even now I can not see very far ahead in such a way as to satisfy calculating Scotchmen, but very far indeed for men who will dare something for God.

I wish to tell you of the way the pillar of cloud seems to be moving. You know something of the inception of this movement. How that I invited correspondence on the subject and received a number of offers of service. Then I sought for definite places for men. In a short time I had places where I could have placed six or eight men, their aggregate income amounting to nearly \$10,000 a year. I then sent for the men to come along, but one thing and another came in the way and no one got started until I was almost broken hearted. Some of the places were filled, and I was ashamed of the constant enquiry as to when my men were coming. At last the ice was broken and Mr. Dunlop arrived. He came just in time to save my credit in a place that had rented a house and had waited long. He seems as happy as a lord; is where he has very light duties with ample time to learn the language and prepare for a more impor-

tant place. And there are hundreds of just such places. I believe if any young man would come and put out his shingle that he would teach English he would have all that he could do even if he should not get a special contract. Last Monday two more men arrived; one of them I slipped into a place where the salary is 2,400 yen a year and a house; for the other I had not fixed on a place, but inside of three days I could have put him in three places at 1,200 a year.

You will not be surprised to learn that I am not fully endorsed in this move by every one in our mission, but I believe it is of the Lord. I have it distinctly understood that the candidate comes as a *missionary* and not to get a salary; that his income above a certain amount shall be considered the property of the band and be funded for all possible contingencies and perhaps bye-and-bye furnish means for extended work, and a superannuation fund. And now I do not see why we should not take a step in advance and have the self-supporting band an inter-denominational affair. We would not aim at starting a new church organization but work for and with every denomination. I could place Presbyterians among their own people, and Methodists among Methodists, etc., or they could sometimes be mixed up with no harm to any body and still retain their self-supporting organization. Do you not think that that would be a living link to bind us and bring us closer together! Now, what we want is simply an organization at your end to equip and send out really snitable men, send them free of incumbrance in the way of debt, with good health and faith in God, ready to go some times if need be on short allowance, during something for the world's salvation. And then another possibility arises before my mind and that is that this may be the way that the Central Hall in this great city is to come about as the centre and headquarters of this new mission band. I want colleges to take up the work; we want college men in the band. College men will sympathize with the kind of work proposed to be done in the Hall and the inter-denominational character of the move may open the hearts and pockets of many in different churches. If you would like to know more of our plans, just ask me anything and I will do my best to give you all the light I can. O that the churches would get closer together and cease playing with the stupendous opportunity of the hour in this awakened land.

Yours very cordially,

C. S. EBY.

P.S.—It would not be wise to have men come just before the summer holidays, but the sooner I have a list of picked men who are ready to come the better. I can provide places and send for them.—C. S. E.

The session is rapidly drawing to a close, and with it, the time when the Journal must render its accounts. Patrons would confer a great favor by kindly sending the amount of their subscription or advertisement to the secretary, without delay.

## ✻EXCHANGES✻

WE can not do justice to all the exchanges which have come to hand, so that we shall be obliged to touch from time to time on points of which they treat, and which we think of special importance. The *Rouge et Noir* is a welcome visitor. It is the exponent of the thought of an institution which is decidedly conservative in its educational views, of an institution which professes to be modelled on the University of Cambridge, and which desires to respect in its choice of subjects of instruction the views of the masters of British scholarship. For this principle we have profound respect. A branch of the great Empire, which has its centre in Britain, our country can ill afford to neglect the wisdom of our mother land.

As might be expected Trinity College, Toronto, has given the maximum of its attention in the past to the teaching of classics and mathematics, apparently on the ground that these subjects furnish a double phase of culture of the solidest kind obtainable. But we are glad indeed to see that our friends of Trinity do not find their conservatism a bar to real progress. No true conservatism can be such. We are informed in a recent number of the *Rouge et Noir* that henceforth a special honor course will be provided in modern languages. Classics and mathematics will as before retain their deserved pre-eminence, but greater facilities will be offered for a more perfect acquaintance with the literature of continental Europe, which, though modelled to a far greater extent than most people imagine after the ancient classics, is yet highly deserving of the attention of every student who aims at a broad, a liberal, and a philosophic culture.

A University should furnish means of instruction in as many branches of knowledge as possible. Where this is aimed at there results a confluence of students who are seeking mental development by different avenues.

The intercourse of students of different mental characteristics, and devoted to different subjects, tends decidedly in the direction of liberal culture. One phase of mental development is not allowed to tyrannize over others; and the student who is of a sufficiently critical mind to survey calmly the mental development of those who are chiefly devoted to a different department from himself, can not fail to be benefited. If we admit the principle of individuality we can minimize the conflict of studies. It may not be too much to say that all studies may be shown to be related. The student of the ancient classics may sympathize with the Greek idea of beauty, of order, and of harmony. Why should he not also find intellectual delectation in the beauties of geometry? We know the Greeks themselves were intensely devoted to the science, and the motto Plato placed over the door of his academy need not be repeated here.

We fully believe that the student who has obtained a comprehensive grasp of the spirit of ancient culture will be induced to look with reverence on a department of

thought, which when joined with and modified by others of a more sensuous character, results in a form of beauty both severe and sensuous, such as we think is unparalleled.

No English poet has more successfully grasped the Greek idea than Shelley. Let any person of taste read his lyrics, and he cannot fail to be impressed with the wonderful harmony, order, and perfection of form found in them.

There is a tendency plain enough at present among many to find out what books should be read. This may appear at first sight highly laudable, yet it would be thoroughly pernicious for a true student.

Gentlemen of great distinction in scholarship are interviewed as to what books they would most highly recommend, and these are put forth to the world as the desirable books. We often see lists of, say a hundred, books which ought to be read, and which one would suppose are the "elect" of literature. This is thoroughly pernicious except for those who can never expect to have leisure for anything but a very slight acquaintance with literature. It is high time we were growing out of such swaddling bands. To follow such a method is not the spirit of liberal culture, but rather of a dwarfish nature and a narrow mental vision such as must never be preached in University circles. Milk may indeed be administered to mental babes, but should not our Universities—the mental nurseries of our land, the centres of her highest and purest thought—strive to digest stronger food than this?

The mind which is desirable in a University is not that of one who feels himself—mentally—the citizen of a narrow state or of the bigoted devotee of the form of thought and type of culture in vogue in his own age or country, but of one who recognizes the world-wide breadth of his heritage, and who sees in the thought of men of other nations and of other ages the expression of the mental life of one who was a brother man.

### THE EXCHANGE EDITOR EXPLAINS:

NO! The exchange editor is not dead. We rise to inform an expectant public that despite the vast hordes of exchanges, which, for some months past, have been pouring in upon us like waves on the fold, we have at last reached a comparatively impregnable position, and can now serenely gaze upon the invaders, before, behind, in fact, all around us. Here are the *Notre Dame Scholastic*, *Lehigh Burr*, *Niagara Index*, *University Monthly*, *Acta Victoriana*, and, actually a *Sunbeam*, from Ontario Ladies' College, Whitby. That last is rather an interesting paper, and the title is more than upheld by the contents. It is very neatly got up and the literary attempts are admirable in their way. To please the exchange editor, we will refrain from calling it a "ray" or "bright beam," or even as she suggests, a "twinkling star." The *Sunbeam*, as a college journal, is not a *whit-by* hind its more sedate and solid contemporaries, and we gladly welcome it to our sanctum.

DE•NOBIS•NOBILIBUS.

A DUN : OR "WHOOF-DE-DOODLE DOODLE DOO."

DEAREST student, ere we part  
Ere thou skippest from our heart,  
Ere thou lightest out from here,  
To partake of summer cheer,  
Please to pay us what is due !  
*Whoof-de-doodle, doodle-doo !*

By those oaths which we have sworn,  
By the sermons we have jawn,  
By co-education's boom  
Saved by us from early tomb,  
Please to help us pay our dues.  
*Whoof-de-doodle, doodle-doo !*

By that greenback in thy grasp,  
Hear our lust hysteric gasp !  
By the JOURNALS we have sent,  
Please to help us pay our rent !  
'Tis not much we ask of you,  
*Whoof-de-doodle, doodle-doo !*

Dearest student, we are done,  
We have shot our little gun ;  
Pay up, pay up, dying wreck,  
Ere we break thy gentle neck ;  
Hast thou heard our last bazoo ?  
*Whoof-de-doodle, doodle-doo !*

We copy the above, with a few alterations to suit our case, from the *Acta Columbiana*, in the hope that such an earnest appeal may touch a tender chord in the hearts of some of our delinquent student subscribers.

SCENE—Chemistry class-room. On the counter a water-bath steaming.

Twice th' electric bell hath rung.  
Sadly all have said "adsum."

PROF.—Gentlemen, 'tis time, 'tis time.  
Round about the caldron go.  
In, the stinking acids throw,  
Hydrocyanic and Butyric,  
Valerianic, Oleic, Stearic ;  
Gases too, Acetylene,  
Hydric Sulphide and Ethylene.

CLASS—Double, double, toil and trouble,  
Fire burn and caldron bubble.

PROF.—Portions of the infernal lake  
In the caldron boil and bake.  
Sulphur, Brimstone, Pitch and Tar,  
Coprolites and Cinnabar,  
Methane, Nitro-Glycerene,  
Tartar Emetic, Anthracene.  
Threatening harm and endless trouble  
Like a hell-broth boil and bubble.

CLASS—Double, double, toil and trouble,  
Fire burn and caldron bubble.

PROF.—Now some formulas I'll mix.  
 $K_4Fe(CN)_6$ ,  
KOH and  $H_2O$ ,  
All into the caldron go.  
 $C_3H_5(OH)_3$ ,  
KBr and CaT,  
 $C_6H_5NO_2$ ,  
Gruel thick I'll make for you.  
 $Zn + 2HCl$ ,  
How they mix, now, who can tell ?

CLASS—Double, double, toil and trouble,  
Fire burn and caldron bubble.

PROF.—Filtered through your muddled brains  
Nothing clear, observe, remains.

CLASS—Double, double, toil and trouble,  
Fire burn and caldron bubble.

THE CONSTITUTION OF THE ENGLISH CLASS ROOM.

(1.) The opening exercises shall be conducted in the distinctly formal and solemn style characterizing this and similar institutions everywhere, and the students shall utter the responses in a clear, fawcible and expressive tone of voice.

(2.) The ladies shall occupy the front seats and shall be expected to use no artificial means to attract the attention of the amorous swains in the rear. If any male student takes a seat in their circle and persists in retaining it in the face of such publicity he shall be regarded by the rest of the class as having special and private reasons for doing so.

(3.) Any student failing to have the trade-mark—"a very good essay"—stamped on his production may, on further application, and by giving valid reasons for opinions expressed or style adopted, have all adverse criticisms withdrawn.

(4.) Students are not prohibited from expressing their appreciation of the lectures delivered or the passages selected for "critical reading," but at the words "silence, gentlemen !" all ink-bottles, pieces of chalk and chewed paper shall immediately become stationary ; the students "fetching mad bounds and bellowing loud" shall resume their seats, and the lectures shall continue until the plans for another insurrection have been freely discussed and adopted.

(5.) Any student asking "to repeat" shall not on any consideration be accommodated more than seven times.

(6.) If any student wishes to retire during the lecture hour he may act quite in conformity with the constitution, and at the same time "realize himself" by resorting to the clever little expedient of pressing a handkerchief to his nose, holding his head at a certain angle and making for the door with rapid strides.

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